



Text Talk
Follow the Moon Home
 Read 1 of 2

Big Ideas	People innovate and invent to solve problems. Humans and other animals communicate with light and sound.
Weekly Question	How do new ideas contribute to our community?
Content Objective	I can use details from the text to describe the major events and characters in the story. (R.6.1.a). I can identify who is telling the story. (R.9.1.a)
Language Objective	I can use context to determine the meaning of key phrases in the text. (L.4.1.a)
Vocabulary	<p>conservation: protection of natural resources</p> <p>dehydrated: not having enough water</p> <p>enthusiast: a person who is extremely excited about or interested in a topic</p> <p>hatchling: a young animal just hatched from an egg</p> <p>patrol: the act of keeping watch over an area</p> <p>scute: a bony plate that serves a protection, as in a turtle’s shell</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Follow the Moon Home</i>, Philippe Cousteau and Deborah Hopkinson Pre-mark the page numbers in the book so that page 1 begins, “I always need help...” Ahead of the lesson, read the book's final notes, “To Parents and Teachers” and “Find Out More About Loggerheads...”

<p>Opening 1 minutes</p>	<p>Introduce the text. <i>This is our final text in our study of Sound and Light! It's also a good book for wrapping up all the learning we have been doing this year. The story has a long title: Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles. It is written by Philippe Cousteau and Deborah Hopkinson and illustrated by Meilo So.</i></p> <p><i>What do you notice on the cover?</i> <i>What do you think the title might mean?</i></p> <p>Harvest a few responses, noting connections children make to Unit 2.</p> <p>Set a purpose for reading. <i>Let's find out the connection between the moon and the one hundred sea turtles. As we read, we'll gather details to help us understand the major events, including the problem and how the community responds to resolve the problem.</i></p> <p><i>The authors of the book use some expressions with figurative language, words that describe instead of just tell, as in poetry. In order to understand the characters and the major events, we'll pause along the way to make sure we understand what the language means.</i></p>
<p>Text and Discussion 15 minutes page 1</p>	<p><i>Who is the narrator of this story, and how do you know?</i></p> <p>Harvest a few responses and prompt children to name Viv and find her in the illustration. <i>What does she mean that she needs help "finding my way?" Does that mean she will physically get lost? What does it mean?</i></p> <p>Harvest a few responses and prompt children to make connections to the mom's comment of feeling at home. <i>Let's keep reading to find out how Viv gets to know and becomes comfortable in this new community.</i></p>
<p>pages 3-4</p>	<p>Read the text on page 4, and then read the classroom chart in the illustration. <i>Viv is arriving at school. What else is happening here?</i></p> <p>Affirm any connections children make to innovation and the design process.</p>
<p>pages 11-12</p>	<p>Pause to allow children to respond to the sadness of finding a stranded / dead baby sea turtle. <i>Clementine and Viv ask a question here: Why was the baby sea turtle going away from the sea?</i></p>

	As needed, point at the illustration to indicate that Clementine is looking in the direction the sea turtle was traveling, toward the houses and away from the water (not pictured).
page 13	<i>Dehydrated</i> means dried out, not having enough water. <i>Turn and talk. What is the problem that Viv identifies?</i>
page 20	<i>Think about the inventors and innovators we have learned about. How is what the class is doing similar to what they did to come up with new ideas and solve problems?</i>
page 24	<i>Here’s some figurative language; what does it mean to “spread the word?”</i>
pages 25-26	Explain that the acronym of the name of the organization on page 25, SCUTE, also forms a turtle-related word (scute: a protective bony plate or shell). <i>Based on the details in the text, what do you think a turtle patrol is?</i>
page 31	<i>What does Viv mean that the “sand seemed to boil over with life?”</i>
Key Discussion and Activity 8 minutes	Think, Pair, Share. <i>What steps did Viv and her community take to respond to and resolve the problem?</i> Facilitate a whole group discussion. <i>How did this story build on what you already knew about sea turtles, and what new information did you learn?</i>
Closing 1 minute	<i>Tomorrow we’ll reread parts of this story to think more about the strategies that Viv and her class used to get the help of their community.</i>
Standards	R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. R.9.1.a Identify who is telling the story at various points in a text. L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.
Ongoing assessment	Listen to children’s responses during whole group and partner conversations. Do children identify and describe key events? Do children use context to determine the meaning of phrases? How do children activate and build on their knowledge about sea turtles?

Notes

Large empty rectangular box for taking notes.